



APS PROGRESSIVE PLANNING MODEL FIRST SEMESTER ACTION
PLAN: 2018-2019
School Performance Priorities and Actions to be Taken to
Address Student Achievement
BOY Nov. 26, 2018

Escuela Key

Marleny Perdomo

School Name: _____

School Principal: _____

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	APS STRATEGIC PLAN GOAL	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL Overall Progress Monitoring
Math Achievement	<p>-Students in K,1, 2 will meet or exceed the EOY established benchmarks for Math Inventory and Power Test</p> <p>-Overall SOL Pass/Advanced math performance will continue to meet or exceed the division rate ($\geq 26\%$). 2017-18 Pass/Advanced rate in math was 27%.</p> <p>-Overall SOL Pass/Proficient math performance will meet or exceed the division rate ($\geq 58\%$).</p>	Multiple Pathways to Student Success	<p>Math (Spanish) Teachers SMART goals will focus on Math.</p> <p>Utilize Math Workshop Model to provide interventions and enrichment.</p> <p>Monitor close collaboration between Math Coaches and math teachers implementing problem solving and math workshop.</p> <p>Foster close collaboration between Gifted Coach and math teachers implementing problem solving as part of math workshop.</p> <p>Review student work/data with focus on target groups (SWD, ELP, ED) during CLT. Utilize data wall effectively to identify gaps, trends, and use these data to inform instruction.</p>	Ongoing Monthly	Principal, Assistant Principal All K-5 math teachers POC: Meg Enriquez and Deya Lopez, Math Coaches	<p>Q1 Power Test 11.14.18 Q1</p> <p>MATH GG1 2ND: 60% MATH GG1 3RD: 58.3% MATH GG1 4TH: 54.8% MATH GG1 5TH: 20.8%*</p> <p>MATH GG2 2ND: 60% MATH GG2 3RD: 100% MATH GG2 4TH: 75% MATH GG2 5TH: 16.7%*</p> <p>MATH GG3 2ND: 68.4% MATH GG3 3RD: 66.1% MATH GG3 4TH: 59.3% MATH GG3 5TH: 24.1%*</p> <p>MATH SWD 2ND: 50% MATH SWD 3RD: 33.3% MATH SWD 4TH: 11.1%* MATH SWD 5TH: 0%</p>

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	<p>2017-18 Pass/Proficient rate: 53%. -Students designated as “students with a disability” will improve math achievement by demonstrating a year’s growth when compared to the previous year SOL results. 2017-18 Pass/Proficient rate: 25.81%.</p> <p>Students designated as “economically disadvantaged” will improve math achievement as measured by the end of the year SOL from a pass rate of 67.72% for the 2017-18 school year to 72.0% for the 2018 – 19 school year.</p> <p>Students designated</p>					<p>Math Inventory (January 2019)</p>

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	as “limited English proficient” will improve math achievement as measured by the end of the year SOL from a pass rate of 72.54% for the 2017-2018 school year to 75% for the 2018– 2019 school year					
Reading Achievement	<p>-Students in K, 1,2,3 who were identified as not meeting Fall '18 PALS benchmark will meet or exceed the Spring PAL's.</p> <p>-Overall SOL Pass/Advanced reading performance will meet or exceed the division rate (≥ 27%). 2017-18 Pass/Advanced Rate: 26%.</p> <p>-Overall SOL Pass/Proficient</p>	Multiple Pathways to Student Success	<p>Provide teachers opportunities with resources to plan reading instruction that is responsive to documented student strengths and needs, merging together TC Reading Units of Study and other resources.</p> <p>English teachers (teach in English) Teacher SMART goals will focus on Reading.</p> <p>Provide targeted professional development (PD) to instructional staff that will enhance their repertoire of differentiated instruction to meet the needs of ELLs and SWD, such as: Integration of Content and Language (during CLTs), Unpacking WIDA standards and Understanding WIDA Performance descriptors and Implementation in the DL Program, Implementing SIOP Strategies in the Dual Language classroom (during school-based</p>	Ongoing	<p>Principal, Assistant Principal</p> <p>All K-5 English teachers</p> <p>All K-5 teachers</p> <p>POC: Lee Morales- Keck, Reading Specialist</p>	<p>Q1 Power Test 11.14.18 Q1 ELA GG1 3RD: 77.1 ELA GG1 4TH: 51.2% ELA GG1 5TH: 48.9%</p> <p>ELA GG2 3RD: 50% ELA GG2 4TH: 75% ELA GG2 5TH: 83.3%</p> <p>ELA GG3 3RD: 34% ELA GG3 4TH: 60.4% ELA GG3 5TH: 57.1%</p> <p>ELA SWD 3RD: 78% ELA SWD 4TH: 33.3% ELA SWD 5TH: 12.5%</p>

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	<p>reading performance will meet or exceed the division rate (\geq 58%). 2017-18 Pass/Proficient rate: 54.9%.</p> <p>-Students designated as “students with a disability” will improve reading achievement as measured by the end of the year SOL from a pass rate of 41.94% for the 2017-2018 school year to 45% for the 2018– 19 school year.</p> <p>-Students designated as “economically disadvantaged” will improve reading achievement as measured by the end of the year SOL from a pass rate of 62.2% for the 2017-2018</p>		<p>meetings).</p> <p>Continue to provide and monitor reading interventions for students in K-5.</p> <p>Provide professional development to support reader’s workshop implementation.</p> <p>Train new teachers to use the F&P reading assessment to monitor reading comprehension.</p>			<p>Q2: Testing Window is 1/22 -2/2</p> <p>Q3: Testing Window is 4/2- 4/20</p> <p>F&P ongoing</p> <p>SOLs, May-June, 2019</p>

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	<p>school year to 65.0% for the 2018 – 19 school year.</p> <p>Students designated as “limited English proficient” will improve reading achievement as measured by the end of the year SOL from a pass rate of 65.25% for the 2017-2018 school year to 70% for the 2018– 19 school year.</p>					
Spanish Proficiency Achievement	All 5 th graders will attain scores in the Intermediate range and above, in all language domains, as measured by the STAMP assessment. 50% of students identified as Native Speakers will attain scores in the Pre-Advanced range. 2017-18 STAMP scores ranged from	Multiple pathways to student success	<p>Revisit proficiency expectations at 1st, 3rd and 5th grade levels.</p> <p>Develop performance assessment tasks that teachers can administer with the goal of assessing proficiency in all language domains.</p> <p>Close collaboration with Claremont Immersion ES to ensure consistency of implementation across schools.</p> <p>Improve collaboration across language partners to ensure planning for a focus on language and monitoring for proficiency.</p>	Ongoing until STAMP administration in June, 2019	Principal, Assistant Principal. Spanish Language Arts Coach All Spanish Immersion teachers	<p>STAMP assessment, June 2019</p> <p>Writing Assessment, Spring 2019</p> <p>FLOSSEM Oral proficiency, Winter 2019</p>

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	Novice Mid to Intermediate Mid for all students.		Monitor implementation of best practices for biliteracy in the two-way Immersion classroom, with the goal of increasing proficiency gains for all students, especially ELLs.			
Science Achievement	For the 2018-2019 school year, Key School students grades 2-5 will demonstrate measurable growth in science by having a 78% pass rate or greater on the EOY quarter science assessment with a score of 70% or more.	Multiple pathways to student success	<p>Build on the science skills from prior grade levels (i.e., SOLs covered before each grade) throughout the year, revisiting as necessary to ensure vertical articulation and cohesiveness to the science program.</p> <p>Close collaboration between classroom and FLES Science teachers to increase and reinforce the use of scientific vocabulary and development of scientific discourse.</p> <p>Incorporate scientific inquiry and processing skills in classroom lessons and laboratory experiences and provide hands-on, inquiry based lab experiences on a weekly basis, both in class and through collaboration with School Yard Habitat initiative.</p> <p>Implement a variety of teaching strategies that reinforce the use of scientific vocabulary in both languages, promote the integration of science concepts across subjects, and address the needs of all students.</p> <p>Utilize the Sheltered Instruction Observation Protocol (SIOP) as an instructional strategy in</p>	Ongoing until SOLs, May-June 2019	FLES teachers Classroom Teachers (Spanish)	<p>Q1 Power Test 11.14.18 Q1 SCI GG1 3RD :71.1% SCI GG1 4TH :42.9% SCI GG1 5TH :62.5%</p> <p>SCI GG2 3RD: 100% SCI GG2 4TH: 75% SCI GG2 5TH: 66.7%</p> <p>SCI GG3 3RD: 76.3% SCI GG3 4TH: 50.9% SCI GG3 5TH: 69%</p> <p>SCI SWD 3RD :50% SCI SWD 4TH :33.3% SCI SWD 5TH :100%</p> <p>Q2 Q3 Q4 (2nd-4th graders) 5th grade SOLs, May-June 2019</p>

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			<p>the Science program, to address the needs of ELLs.</p> <p>Maximize the utilization of FOSS, AIM and FUSION instructional resources and reinforce the use of scientific vocabulary in both languages.</p>			<p>Electronic Portfolio as an alternative measure of compiling data in electronic format, that students maintain from year to year.</p>
Attendance Performance	<p>The absenteeism rate will decrease by 2 percentage points. 2017-18 rate: 6.0%</p>	<p>Healthy, Safe and Supported Students</p>	<p>Provide families with training to understand importance of regular attendance and impact of absenteeism on academic achievement and overall school success.</p> <p>Support family participation in school activities with the goal of increasing familiarity with school and staff, and developing a deeper understanding of school expectations and supports available to family and students. Incentivize students' regular and on time attendance through STAR program.</p> <p>Increase outreach via FACE efforts to include BTSN, Parent Teacher Conferences, PTA meetings, and community meetings.</p> <p>Support families and students of lesser means throughout the year with school supplies, clothing for every season and with grocery gift cards donated by community, parents and business partners.</p> <p>-Strengthen partnership with Character Ed</p>	<p>Ongoing</p>	<p>All staff Social Workers POC: Laurie Dodson Marta Gómez Marisol Roca Kristy Bergmann</p>	<p>Attendance Rate (Source Insight)</p> <p>Q1 : 96.87%</p> <p>Q2</p> <p>Q3</p> <p>Q4</p> <p>Attendance and registration information</p> <p>Exit tickets (ABC Forms)</p> <p>Parent surveys</p>

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			<p>Committee to promote a healthy school environment in which students can thrive.</p> <p>Continue to strengthen Padres Unidos with the goal of reaching most of Spanish speaking families</p>			
Continue to support wellness and happiness at Key	<p>Community engagement and participation in school initiatives will continue to increase.</p>	<p>Healthy, Safe and Supported Students and Staff</p>	<p>Increase outreach and engagement of all families to foster participation in activities that build a positive and welcoming community such as: PTA participation, Fall Fiesta, Silent Auction, Abejas Lectoras, Curricular Days, Concerts, Volunteer Partnerships and El Cafecito.</p> <p>Increase engagement and participation in student work to build a positive environment and eagerness to learn and grow through: parent information sessions; such as content nights, and literacy nights, via FACE efforts.</p> <p>Increase communication with parents and the community through School Messengers, to include: School Talk, WhatsApp, SMS, and robot-calls</p> <p>Continue implementation of PBIS and Responsive Classroom,</p> <p>Provide opportunities for staff and administration to decompress and strengthen</p>	<p>Ongoing</p>	<p>Principal AP Wellness Committee</p>	<p>Documenting participation through exit tickets and surveys</p> <p>Your Voice Matters Survey</p> <p>Gold Certification by Arlington Transportation Partners</p>

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			<p>positive relationships through exercise, music and staff gatherings outside of school hours.</p> <p>Incentivize the use of public/mass transportation, walk and bike to school through upgrades in bathrooms (provide place to change, offering a bike repair kit), designate a carpool parking space, and recognize staff who utilize public transportation.</p>		Arlington Transportation Partners, POC: Beverly Kilmer	

K Math Assessment Pass Rate: Q1: 77%

1st Math Assessment Pass Rate: Q1: 74%